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Federal funds are provided for operation of 21 summer migrant education programs in Washington State for 2,300 preschool and elementary-age, predominantly Mexican American and Indian children of migrant farm workers. Other agencies--public and private--contribute financial support to the summer educational activities. In most cases the programs have an adequate supply of teachers, bilingual teacher aides, and community volunteer help. Individual attention is emphasized in teaching reading, language development, physical and health education, and art and music. When necessary, remedial work is given to the children; some programmed instruction is used. Many of the programs include weekly field trips to broaden world experiences, often through outdoor education. The home-school relationship is stressed as an important phase of the programs. Two curriculum materials centers are being developed to provide for improved supportive services to schools. (JAM)

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Louis Bruno

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SPECIAL ISSUE:

Summer Programs for Migrant Children

July/August 1968

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Your Public Schools

Vol. 6, No. 8

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Frank Davido, the young teacher in the backround in this sequence of photos, is doing what he seems able to do quite effectively—he is remaining quiet while learning is in progress. Yvonne Gonzales and Luci Salazar (right) are discovering new ideas for themselves, and it is unimportant—to them—that it was Davido's outdoor science lab program that brought them to that point.

Davido, a first year science teacher at Ellensburg's Morgan Junior High School, taught this summer in Granger's migrant program. So did his mother, and her dedication to her pupils was remarkable, too. Mrs. Davido took four children home with her each night for an overnight "visit." Not only did the youngsters learn from her during after-supper tutoring sessions, but she learned from them during relaxed pre-bedtime conversations.

Throughout the State of Washington other teachers duplicated the commitment of Mrs. Davido and her son in an effort to reach the objectives of the summer migrant education program. Dozens of volunteers worked with the teachers and administrators, and many organizations and agencies cooperated with the 21 participating school districts.

Much more remains to do, but, for those involved deeply with the education of these youngsters, summer 1968 was a time of progress.

Funds for operation of Washington's 21 summer programs for migrant children were provided through Title I of the Elementary-Secondary Education Act of 1965 (P. L. 89-10), and as amended (P. L. 89-750), and were administered by the supervisor of migrant programs, Office of the State Superintendent of Public Instruction, Olympia. Other agencies—public and private—contributed financial support to the summer educational activities. *(See Page 8).*

JAMES O. CLICK Supervisor
Migrant and Indian Education

SPECIAL ISSUE
Summer Programs for Migrant Children

July/August 1968

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Cover Photo by Woody Hirzel

PARTICIPATING SCHOOL DISTRICTS IN SUMMER MIGRANT PROGRAMS

College Place
Grandview
Granger
Int. Dist. II at Quincy
Kennewick
Moses Lake
Mt. Adams
North Franklin
Omak
Othello
Pasco
Prosser
Royal City
Skagit County at Burlington
Sumner-Dieringer
Sunnyside
Toppenish
Wapato
Warden
Whatcom County at Lynden
Yakima

STATE OF WASHINGTON

Superintendent of Public Instruction

Olympia

LOUIS BRUNO
STATE SUPERINTENDENT

August 1968

To Those Concerned with Migrant Education:

We in the Office of the Superintendent of Public Instruction have become increasingly concerned with providing equitable educational opportunity for the children of migratory agricultural workers. During the past few years, we have become increasingly involved in activities designed to help those children who move each year from state to state, from school district to school district, or from classroom to classroom.

A variety of organizations and agencies share our concern and our involvement, and several sources of funds have become available. Twenty-one school districts in this state prepared summer programs this year.

The plight of our migrant children is real, and their situation touches us all somehow. Much has been said already of the unhappy realities with which these children live. But there is another story, too, and we must see that it is told.

Solutions are possible.
Changes have been made.
Directions have been found.

Hundreds of people are committed to and involved in offering a new future to these children.

We are proud that so many Washington State school people are at the center of efforts to solve migrant education problems. This issue of Your Public Schools offers a partial survey of progress in this area during the summer of 1968. The next 21 pages are dedicated to the hope that there will be -- by all of us -- a greater awareness, a more energetic commitment, and a deeper involvement.

Sincerely,

Louis Bruno

Louis Bruno
Superintendent of
Public Instruction

Framed by a display of wooden shoes, children in the Lynden program walked toward a local dairy during field trip.

Volunteers strengthen Lynden program

Individual attention—one-to-one whenever possible—and extensive use of field trips marked Whatcom County's program at Lynden. Drawing heavily upon the resources of its volunteers—adult and youth—the Lynden program also used work-study students from Western Washington State College, SWINGER youths from the Department of Public Assistance and Neighborhood Youth Corps (NYC) workers.

Kathy Haglund (left), work-study English major at WWSC, pinned on identification tags prior to field trip. Volunteer Frank Cisneros poured juice for Elizabeth Gonzales at snack time, as teacher-aide Socorro Moreno relaxed for a moment.

Volunteers and aides were deeply involved during Lynden's summer school for migrant children. From top photo down: Marlene Hilton, Bellingham Sehome senior, poured juice at snack time. She "dropped in" to help out. Sandi Odman, another Sehome senior, explained cheese-making procedures during trip to local dairy. Althea Roberts, NYC worker from Everson, helped 12-year-old Junior Abitia with his reading. Sister Sheila Smith, volunteer Dominican Order worker and a junior at Seattle University, lent assistance to Adam Perez.

Migrant Education in Washington State

By
James O. Click
Supervisor of Migrant and Indian Programs

Prior to 1965, no special public funds were available in the State of Washington for the categorical funding of programs for the education of the children of migrant farm workers. The need for special programs for these children had long been recognized—both by the superintendent of public instruction, and the local education agencies where these children attended school. Early in this decade, some pilot programs were fielded in three or four districts through private funds raised by the Council of Churches and administered by Dike Willoughby in the Office of the State Superintendent. Following these programs were grants, beginning in 1964, made directly to some school districts, as well as Washington Citizens for Migrant Affairs, by the Office of Economic Opportunity for the purpose of education for the children of migrant workers. By an amendment to the Elementary-Secondary Education Act, better known as P. L. 89-10, funds were then made available to the State Superintendent through the Compensatory Education Division of the U. S. Office of Education for the specific purpose of providing special programs for children of migratory farm workers.

Of the plus 41 million dollars appropriated, Washington State received its first allotment in 1967 in the amount of $245,000. The money was not appropriated in time to do more than provide summer schools for the children and training for the teachers. From the beginning of a dozen programs that summer, for a comparatively small group of youngsters and seventy-five or eighty teachers, the program has grown considerably in size and objective scope.

The 1968 allotment was in the amount of $1,122,000. The 1967-68 programs consist of five main components. By far the largest portion of the funds are being spent for regular-term programs. The second largest sum is spent in summer schools and enrichment programs. Also, during the summer months, teachers are taking training under this program through their attendance at college institutes, workshops, extension courses, practicums, and in curriculum development activities.

Two centers — at Toppenish through Central Washhington State College and Moses Lake through Intermediate District II—have been established to provide teachers aide training, curriculum, evaluation, materials development and collection, health education, and other supportive services to schools. In-

She'll grow up . . .

. . . to a new future

terstate cooperative phases of the programs involve a few teachers in exchange programs and also the collection and retrieval of student records for exchange between the participating states.

During the 1967-68 school term, nearly 6800 children of farm workers have participated in special programs designed to compensate for some of the lack of formal schooling which these children on the move have. Through thirty-five separate programs in the school districts where migrant and farmworkers' children were in attendance, special "catch-up" activities have been provided—ranging from school and home visitor programs to outdoor and camping programs. Concentrated attention to language and vocabulary development is common. Acculturation programs were almost universal. Health, sanitation and nutrition needs were among the most common receiving services through these programs.

During this summer of 1968, more than twenty summer schools are again operating with more than 2300 children participating. All of these programs involve parents as much as possible. The majority of the aides employed are bilingual, especially in the areas where there are many bilingual children. More than 200 teachers and teachers' aides have received special training through extension courses, institutes, and workshops.

Children of farm workers who move from one school district to another during the year for the purpose of employment on a farm or related labor are eligible to participate in the migrant programs, provided they meet the other qualifications as educationally handicapped. They may remain in the program for a period of five years, provided the parents concur.

It should also be remembered that these children, by virtue of the fact that they are resident in a given school district during the time that schools are in session, are eligible to receive the basic school program and any compensatory programs offered by the school system. The migrant funds are for categorical aid to the district in providing the very special schooling and services which these children need.

Children of migrant agricultural workers have special needs because of frequent moves and absences from school. If present life patterns persist, these youngsters will be qualified only for the kind of work their parents now do. This future is an unpromising one, for mechanization is taking over the jobs once held by unskilled farm labor.

Now, through compensatory education, these children can be prepared to compete with equality in school and to live in security with the future.

MIGRANT EDUCATION

		College Place	Grandview	Granger	Int.Dist. II at Quincy	Kennewick	Moses Lake	Mt. Adams	N. Franklin	Omak	Othello	Pasco	Prosser	Royal City	Skagit County at Burlington	Sumner-Dieringer	Sunnyside	Toppenish	Wapato	Warden	Whatcom County at Lynden	Yakima
ENROLLMENT	Number of Weeks	9	4	6	6	4	5	8	6	4	6	6	6	6	4	7	6	6	6	6	8	6
	Pre-school	■		■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	
	Primary	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Elementary	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
	Secondary	■						■				■				■	■					
	Adult										■				■	■						
INSTRUCTIONAL PROGRAMS	Languages	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Language Development	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■
	Reading	■	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■
	Creative Writing		■		■		■				■	■					■	■	■			■
	Literature		■				■	■		■	■		■	■	■	■			■			
	Mathematics	■	■	■	■		■			■	■	■	■	■	■	■		■	■	■	■	■
	Social Studies		■	■	■	■	■	■			■	■	■	■	■	■		■	■	■	■	
	Science Field Studies		■	■	■	■							■	■		■	■		■			
	Cultural Enrichment	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Health	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
	Health Training			■			■	■			■			■	■	■	■	■	■		■	
	Physical Education	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
	Swimming Instruction		■	■	■	■		■			■		■		■	■	■	■	■		■	■
	Music	■		■	■	■	■		■	■	■	■	■		■		■	■	■	■	■	■
	Art	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Home Economics						■															
	Industrial Arts						■															
INSTR APPROACHES	Individualized	■	■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■		■	■
	Programmed	■	■		■	■		■	■	■	■	■		■	■	■	■	■		■	■	
	Small Group	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Classroom	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Team Teaching	■		■	■	■	■				■				■		■	■			■	■
	Departmentalized											■										
	Motor Development	■	■	■	■	■	■	■			■			■	■	■	■	■		■	■	■
	Perceptual Development	■	■	■		■	■	■			■				■	■	■	■		■	■	■
	Field Trips	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	Creative Dramatization			■	■	■	■	■	■		■	■	■	■			■					■
	Videotape Playback		■		■	■	■				■		■	■		■						

SUMMER PROGRAMS	College Place	Grandview	Granger	Int.Dist. II at Quincy	Kennewick	Moses Lake	Mt. Adams	N. Franklin	Omak	Othello	Pasco	Prosser	Royal City	Skagit County at Burlington	Sumner-Dieringer	Sunnyside	Toppenish	Wapato	Warden	Whatcom County at Lynden	Yakima
STAFFING																					
Teachers																					
Bi-lingual Aides																					
Teacher Aides																					
Teaching Assistants																					
Secretary/Clerical																					
Cooks																					
Custodian/Drivers																					
Administrator																					
Nurse																					
Psychologist																					
Home Visitor																					
Physical Therapist																					
Contact Aide																					
Volunteers (Adult)																					
Volunteers (Youth)																					
Librarian																					
Library Aide																					
SERVICES																					
No Fee																					
Transportation																					
Lunch																					
Snacks																					
Library																					
Clothing Available																					
Psych. Testing																					
In-service Training																					
Pre-service Training																					
Parent Involvement																					
Day Care Available																					
Insurance																					
Attendance																					
Home Contact																					
Recreation																					
Swimming																					
Guidance																					
Health Care																					
Dental Exam.																					

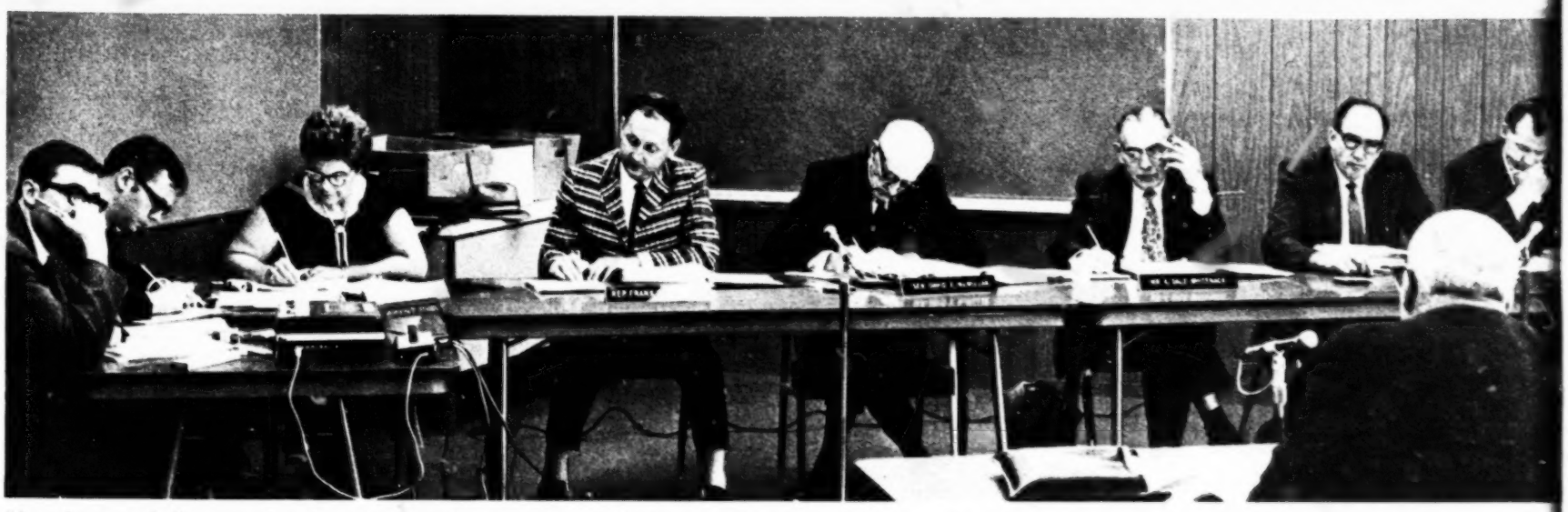
INTERAGENCY CONTACT

	College Place	Grandview	Granger	Int. Dist. II at Quincy	Kennewick	Moses Lake	Mt. Adams	N. Franklin	Omak	Othello	Pasco	Prosser	Royal City	Skagit County at Burlington	Sumner-Dieringer	Sunnyside	Toppenish	Wapato	Warden	Whatcom County at Lynden	Yakima
Parent Groups	■									■			■	■	■	■					
Youth Groups														■							■
Church Groups	■		■					■		■			■	■	■						
Community Committees							■							■							
City Government	■	■		■	■					■		■		■							
County Health Dept.		■	■	■		■	■			■	■	■		■					■		
Area College	■	■	■	■		■			■					■					■		
W. C. M. A.	■		■	■	■	■		■		■	■	■		■					■		■
C. A. P./C. A. C.			■	■	■	■	■	■	■	■	■	■		■	■	■	■	■	■	■	■
N. Y. C.			■	■	■				■	■	■			■	■	■		■		■	■
D. P. A.-JOY				■	■		■			■				■	■	■	■				
D. P. A.-SWINGER								■						■	■					■	
Adult Education for Migrants			■							■				■							
Campfire Girls					■									■							
Local Boy Scouts							■	■		■											
Local Girl Scouts								■		■				■							
Local Merchants (Contributions)		■			■						■			■	■						
Local Merchants (Field Trips)	■	■	■	■		■	■	■	■		■	■	■		■	■	■	■	■	■	
Civic Groups	■				■									■	■	■	■				
Growers (Consultation)	■	■			■				■	■			■	■	■		■	■			
Yakima Tribal Council			■				■									■	■	■			■
Yakima Indian Agency			■				■									■	■	■			■
B. I. A.		■	■				■					■			■	■	■	■			■
Head Start Available	■				■		■				■			■	■	■		■		■	
VISTA Workers						■								■						■	
O. E. O. (Consultation)		■	■			■	■			■	■			■	■	■		■		■	■
County School Dist.	■						■							■						■	
Int. School Dist.		■	■	■		■		■		■			■		■	■			■		■
Regional Bookmobile				■							■							■	■		
Local Library		■	■	■	■	■	■			■	■		■	■	■	■	■			■	
Red Cross							■									■	■	■		■	■
Upward Bound								■						■							
YMCA														■							■
YWCA														■							
M. O. R. E.															■						

NOTE:

Of the many elements that contribute to a successful summer program, widespread community involvement is listed repeatedly by administrators as one of the most important. Education activities can be initiated without community support, but desirable, permanent results cannot be achieved without cooperation from the community and other agencies that deal with its problems.

Tabulated above are other groups that work with local school districts and the Office of the State Superintendent of Public Instruction in summer education programs for migrant children.



Members of the rural education subcommittee of the Legislative Interim Committee on Education take notes during one of three presentations made to the group by James Click (right foreground). Left to right, are: William Daley, committee research assistant; Ralph Julnes, committee executive secretary; Mrs. Winifred Johnson; Sen. Frank B. Brouillet, committee chairman; Sen. David E. McMillan, subcommittee chairman; A. Dale Whitenack, committee consultant; Sen. Elmer C. Huntley, and Sen. Bob Ridder.

CWSC supported project underway

Migrant and Indian Center hosts rural subcommittee

Although not officially dedicated, and with carpenters and plumbers still at work, the Center for the Study of Migrant and Indian Education at Toppenish began operations last month under the direction of Willson Maynard.

The Center's first formal function was to serve as host July 20 for hearings by the Legislative Interim Committee on Education, Subcommittee on Rural Education.

Chaired by Sen. David E. McMillan, the subcommittee covered an agenda presented by more than a dozen persons involved in migrant and Indian education programs. Included were: Larry Ashby, Yakima Community Action Program; Tomas Villanueva, manager of the Toppenish Migrant Co-op; Gilbert Chavez, Migrant Education Office, Big Bend Community College, and Francis Cobb, executive director of the Grant County Community Action Council.

Discussing aspects of Indian education were: Dr. Deward Walker, chairman of the Department of Anthropology and Sociology at the University of Idaho; Dr. Robert Rath of the Northwest Regional Education Laboratory; Winslow Whitman, State Board against Discrimination, and Yakima Indian Nation Representatives Watson Totus, Baptist Lumley and Antoine Skahan.

Maynard outlined the role of the Center in future migrant and Indian education activities, and James Click, supervisor of migrant and Indian programs in the State Office of Public Instruction, summarized present programs and offered recommendations for improvements in both areas.

Other subcommittee members present included Rep. Frank B. Brouillet, Sen. Elmer C. Huntley, Mrs. Winifred Johnson and A. Dale Whitenack, consultant. Sen. Bob Ridder sat in on the sessions, as did Ralph Julnes, committee executive secretary, and William Daley, research assistant.

A second major activity of the Center was the Migrant and Indian Leadership Conference July 29-30 in Ellensburg. A Center program developed in cooperation with the Central Washington State College Department of Education, the conference provided an opportunity for interaction among leaders in the field. "The major focus of the conference was the opportunity to meet with others with the same concerns," Maynard said. "Important, too, were the recommendations that developed from our discussions," he added.

Following the first day's program —devoted to a current federal legislative outlook by William McLaughlin and Raymond P. Finny of the U. S. Office of Education— the Center itself was the focal point of the second general session and the group discussions that followed. Willson Maynard was the main speaker for the second general session. CWSC Dean of Education Dr.

(Continued on Page 10)

Warden emphasizes language development

Warden, in its second year of summer migrant school, concentrated on language development activities for 46 pupils.

Utilizing the services of the Migrant Instructional Materials Center in Moses Lake, the district's two teachers were able to use teacher aides and teaching machines in small group situations.

Head teacher Mrs. Harry Smithwick shared classroom duties with Mrs. Gene Amonett. They were assisted by aides Blanca Gonzales, a senior at Warden High School, and Mrs. Tom Beck, who is the school secretary during the regular term.

Mrs. Smithwick, who teaches fourth grade during the regular term, noted that it had been "much easier to work with the children" during the regular term because of summer school last year. The teachers also found that some pupils—who had spoken no English at the beginning of the summer program—were speaking some English by the close of school.

MIGRANT CENTER

(Continued from Page 9)

John A. Green had been conference keynote speaker the preceding day.

Representing the State Office of the Superintendent of Public Instruction were James Click, supervisor of migrant and Indian educa-

Willson Maynard explained Center

tion; Lorraine Misiaszek, consultant on intercultural education, and Dale Farris, migrant programs information consultant.

One of the most promising programs yet proposed, the Center was established at Toppenish through the auspices of Central Washington State College. The college established the Center and—through the Tribal Council and the Yakima Indian Agency—the Yakima Indian Nation provided land for the building. When funds are available, it is hoped by state officials that the Bureau of Indian Affairs will support a significant share of the program.

Services of the Center will be extended to the entire Yakima Valley, Benton, Klickitat, Walla Walla and Columbia Counties. Possible service for the entire state and the Northwest is envisioned.

The Center was established to provide curriculum material service related directly to the unique educational needs of migrant and Indian children. The service will be coordinated by qualified professional educators and will provide for the development, storage, retrieval and dissemination of instructional materials to participating schools. Such materials will include commercially developed instructional materials and teacher-made materials, including printed, taped and instructional films, which will be gathered by the Center for examination and evaluation.

One component of the Center will be for health education. A public health nurse will be employed as a coordinator, consultant and educator who will act as a coordinator for the nurses and other health persons in the Valley dealing with migrant and Indian children. She will act as a consultant to collaborate with citizens' groups and

James Click offered recommendations

health personnel in studying, planning and implementing community health programs as they relate to migrant and Indian children.

An important function of the Center will be that of teacher aide training. A special training program—to be conducted as the needs in the Valley are determined—will be developed for potential teacher aides.

A unique component of this Center will be a student teacher training program in cooperation with the Department of Student Teacher Training at Central Washington State College, and participating school districts in the Valley. This program will be especially designed for training those teachers who will be in rural schools with migrant and Indian children. This intensified program will represent an attempt to train teachers to work more effectively with students coming from various economic, cultural, social and racial backgrounds.

The Center will be deeply involved in research, development and evaluation. Early feasibility studies will be undertaken to determine the most crucial needs to be serviced by the Center.

Cultural enrichment for the children of all ethnic backgrounds will be a major concern. Plans now suggest the engagement of lyceum groups to perform in the schools, curriculum materials that point up the achievements of minority groups and individuals, and kits to be used by teachers in the classrooms for cultural enrichment.

The concept of a regional center for the examination of migrant and Indian educational problems was articulated in the summer of 1967 by Dr. Frank Price, then chairman of CWSC's Department of Education. Dr. Price, a member of State Superintendent Louis Bruno's Advisory Committee for Migrant Education, made a strong plea for such a center, and committee members responded favorably.

Plans for the Center were developed by Dr. Conrad Potter, now chairman of Central's Department of Education. In early April of this year, the establishment of the Center became a reality upon receipt of a $79,000 federal grant through Title I of the Elementary-Secondary Education Act (P. L. 89-10), as amended in P. L. 89-750. The initial grant covered the period through August 31, with funds administered by the state supervisor of migrant and Indian programs.

The Center has submitted a request for $235,000 for the following year's operations.

Maynard, who was named director July 1, formerly served as program associate of the Title III Supplementary Educational Center for Monterey, San Benito and Santa Cruz counties in California. Daniel Hallstrom, an instructor at Central Washington State College and formerly curriculum and federal projects director for Wapato schools, was named instructional materials coordinator. Margarita Solis, 20-year-old migrant who will enroll in education at the University of Washington on a scholarship this fall, was hired as materials library assistant.

Reading stressed at Mesa

With the emphasis on language development and reading, North Franklin School District's six-week summer program reached more than 100 children in the Connell, Mesa, Eltopia and Basin City area.

Science and social studies topics were keyed to field trips; the youngsters visited a fire station, grocery store, bank, TV studio station, airport, post office and the Whitman Mission.

Directed by David W. Randall and located at the Mesa elementary school, the program involved four teachers, four aides, a full-time social worker, a cook, cook's aide and a custodian. In addition, two high school boys from Pasco worked in the recreation and physical education phases of the school schedule through the work program of the Department of Public Assistance.

Local Scouting groups were invited to participate with a weekly crafts, singing and games session, and boys in grades two to six cooked out and camped overnight on the school grounds with the area's Boy Scout troop.

Anticipated eagerly by the youngsters—most of whom were Mexican-American — were weekly swimming parties at Connell and the Mexican food that was served once a week in the cafeteria.

Teacher aide Laurana Cater works with Saul on cotton-and-construction paper cloud picture for science project during North Franklin School District program at Mesa. More than 100 children enrolled.

Individual and small group opportunities were essential to the College Place program. Mrs. Kenneth Reardon, who taught as a substitute when needed, shares reading time with five first graders (top photo). Second grade pupils Frank Guzman (left) and Raul Ponce work together with a Language Master (bottom photo).

College Place developed pride

Nearly 60 children, mostly from the nearby migrant labor camp and Spanish-speaking families in the area, enrolled in College Place District's summer program.

Designed to help the youngsters compete successfully with their classmates in the fall, the program combined a variety of learning techniques with several emphases.

Program developers — while stressing "a transition from Spanish-speaking and thinking to English speaking and thinking"—saw a need to maintain and develop pride in the youngsters' cultural heritage.

Superintendent Donald J. Campbell emphasized the importance of reading to the future of the migrant youngsters. Teaching machines, small group activities and specialized group sessions were used to improve reading skills and attitudes. Seven elementary education majors from Walla Walla College, who worked as aides, were involved in this aspect of the activities.

Cooperating with Mrs. Merle Wallace, school remedial reading teacher, was Mrs. Harlan Seachris, who helped the children build muscular control by means of motor-perceptual exercises. Tactile experiences occurred in the library, too, where art teacher-aide Mrs. David Haun helped the boys and girls develop their sense of touch with controlled finger movements, and with sewing, cutting and painting activities.

The children anticipated field trips and their morning snack, Campbell noted, but, more importantly, "they looked forward to school each day." Campbell added that attendance was voluntary, and from the first day, the number of participants "increased solidly."

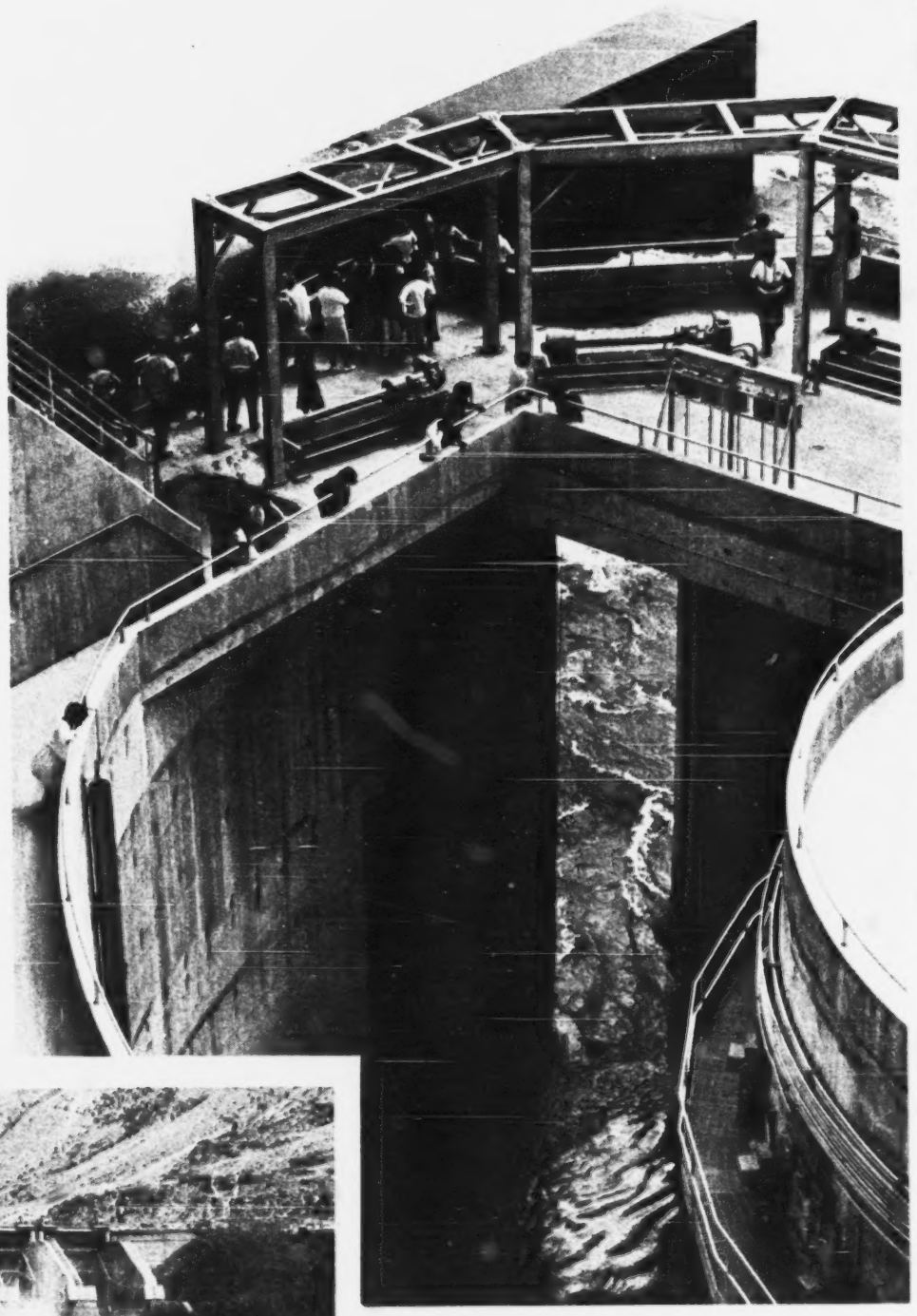
Trampoline show taped

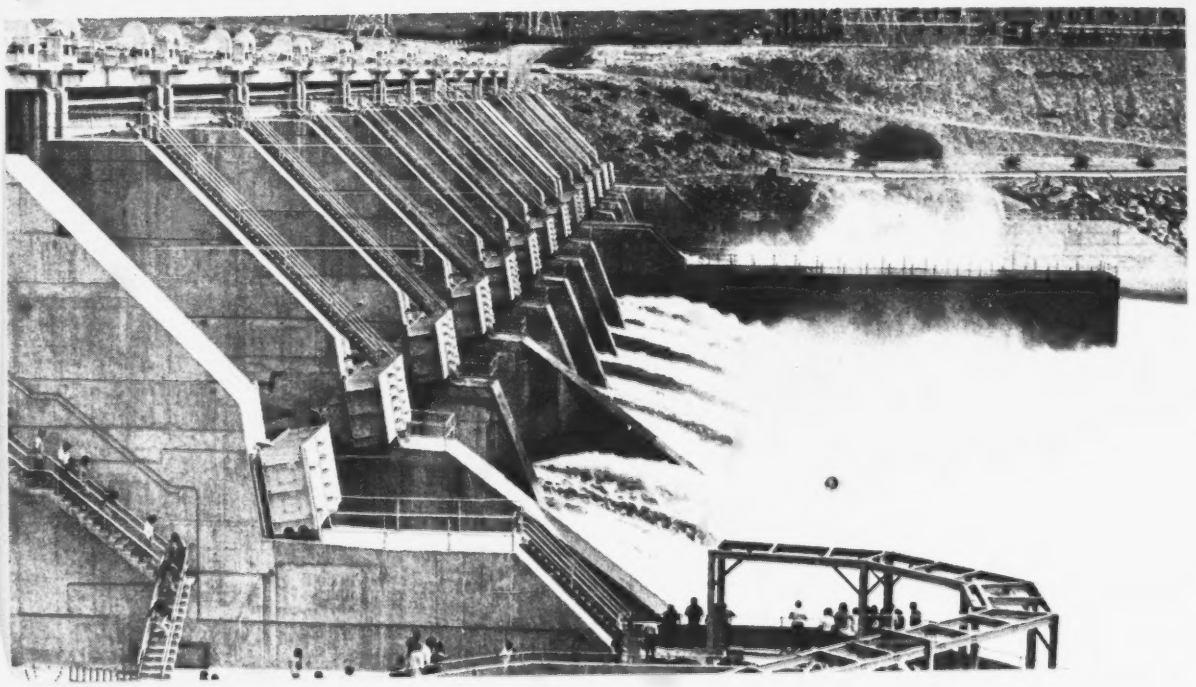
A sense of satisfaction marked the close of the six-week Intermediate District II program at Quincy. Not only did the children exhibit an increased proficiency in their use of English, but they wrote, narrated and acted in a videotape production that explained how to use a trampoline.

Head teacher David Carmichael also was impressed by "the way they came out of themselves when our program got going."

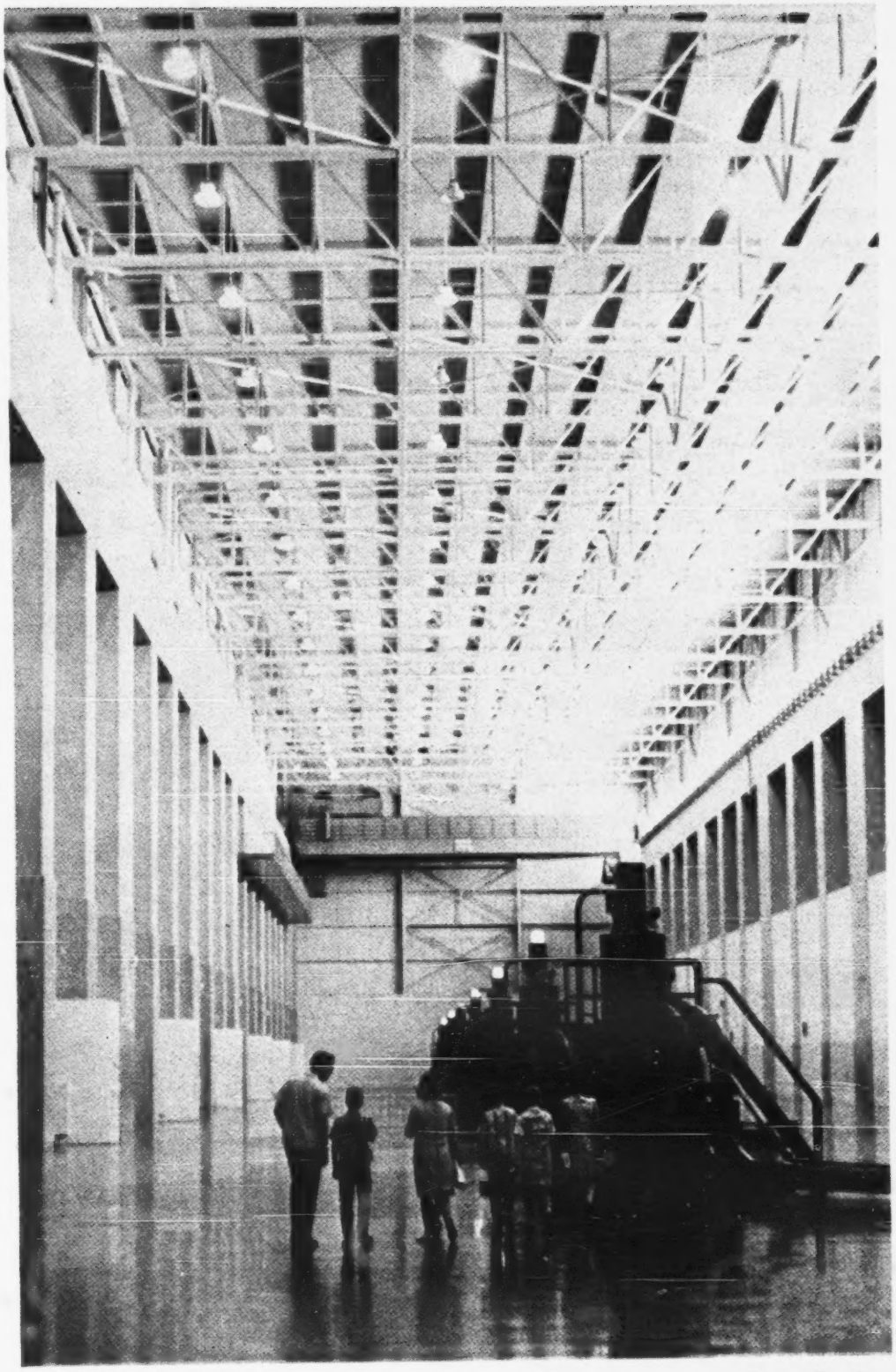
Seventy boys and girls were taught in three rooms by four teachers, six aides, and four Neighborhood Youth Corps workers. A volunteer, Mrs. Grace Scottman, also helped with the program.

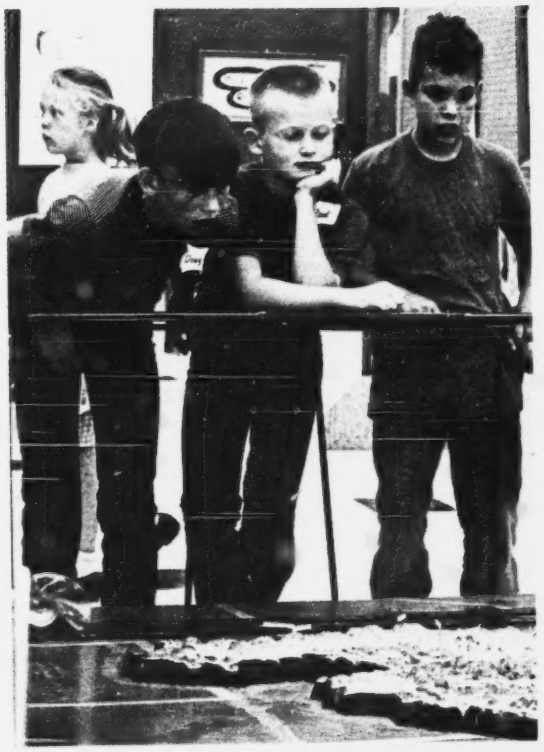
Mrs. Robert DeGabriele, the school's physical education teacher, instructed a two-week activity that was a "fantastic experience" for everyone involved. Describing it as a new experience in Quincy for younger children, Mrs. DeGabriele told of the surprising way her classes progressed with their trampoline lessons. "They demonstrated marvelous agility, and they revealed an unusual capacity to take instructions," she added.





Dwarfed by the Rocky Reach Dam and the water pouring through its floodgates, Omak children paused to peer into one of the entrances to the fish ladder (above), toured the generator power house (right) or stared in fascination (left) at the racing water from observation decks.





Omak youngsters were held spellbound by exhibits in Rocky Reach museum (top photo) and by fish movement in the aquarium.

Omak program takes to field

Jungle animals, pre-historic Indian relics and the third powerhouse project at Grand Coulee Dam were among highlights of the summer enrichment program for 50 children in the migrant classes at Omak.

Omak, Okanogan and Riverside school districts combined forces with Eastern Washington State College to provide a dual program. Each morning the children worked on reading skills. Each afternoon they took part in either field trips, movies, or arts and crafts work.

The reading sessions saw two children working with one teacher for two hours each morning. The teachers were enrolled in a reading practicum workshop taught by Mrs. Myra Darnell of Portland. EWSC provided college credit and coordination.

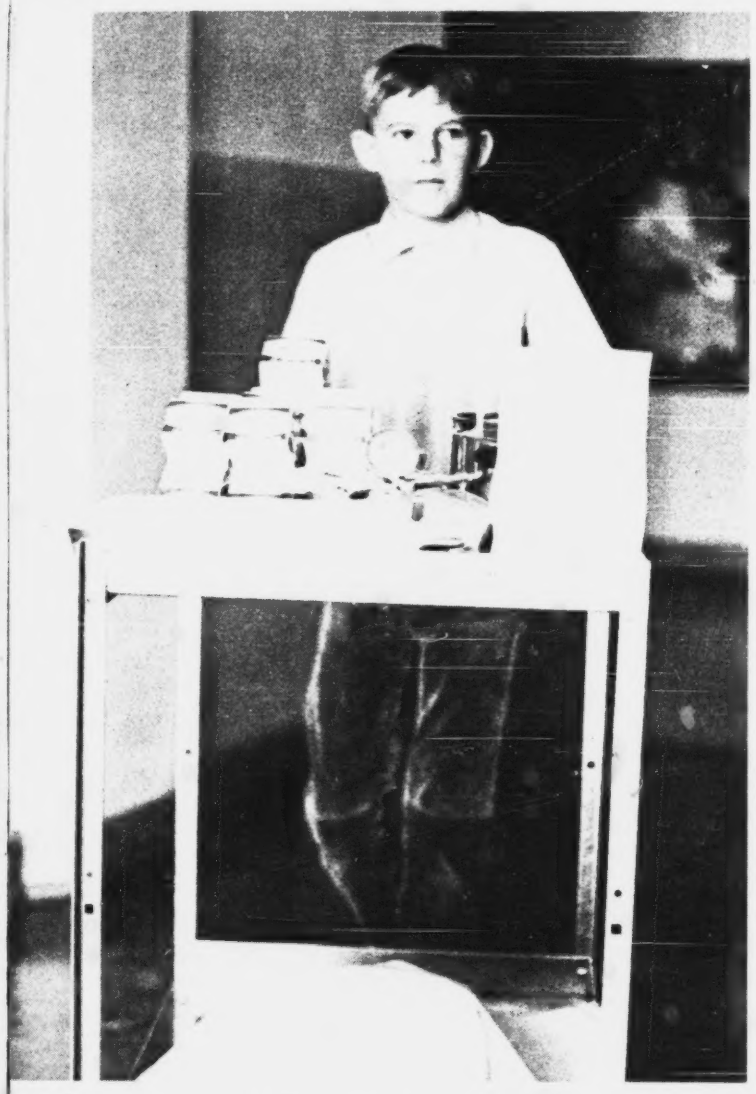
Transportation, breakfasts, materials for the classes, supervision and lunches were provided by a Title I Migrant grant through the Office of the Superintendent of Public Instruction. John Andrist, federal projects coordinator for the participating school districts, developed the program.

The field trips and afternoon enrichment program also were part of the grant. Jim Culp, reading supervisor for Omak, helped design the program. Louise McKay was head teacher. She was assisted by Mary Thompson and Inez Robbins. Participating teachers included Elaine Manning of Omak and Marie Lautenslauger of Brewster.

Mrs. McKay, a third grade teacher in Omak, designed the enrichment program, which included a trip to a zoo featuring buffalo, zebras, elephants, giraffes and other African animals. That trip included a crossing of the U. S.-Canadian border at Osoyoos, B. C., and dinner in a British Columbia restaurant.

It was the highlight of the whole summer program, and was the culminating event.

Other field trips included a visit to the museum and fish viewing room at Rocky Reach Dam at Wenatchee, Fort Okanogan Museum, Grand Coulee Dam, and an Omak dairy farm.



Other special services were part of Sunnyside's summer program. Edward Shultz, 10½ (above photo), who worked cheerfully as an unpaid volunteer, commanded one of the snack carts on its daily rounds. Speech therapist Mrs. Barbara Merz (below) traced kindergarten pupil George Rameriz' outline on paper as the first step in encouraging him to express himself more willingly and more fluently. Later, he described "his picture" and identified parts of it; in the process, he developed his language skills and—at the same time—increased his awareness of himself as a person.

At Sunnyside

Third year shows results

"I think I'll become a teacher."

"I'm about ready to take my GED test."

"Can I have this job back next year?"

"Do you think I can make it through college?"

These comments, from young Mexican-American teacher aides, represent "one of the most important by-products" of Sunnyside School District's summer program for the children of area farm workers.

In the past three years, 16 aides have gone on to college.

There is carry-over among the very young, too. Children of Head Start age who came to the program two or three years ago with no knowledge of English had younger brothers and sisters enrolled this summer who did know English. Clyde Henry, who has directed the summer program following its initiation in 1965 by Superintendent Lee Colby, considers this an example of "worthwhile extension of the effects of education" on the family.

Henry also noted an increase of parental cooperation and involvement. Keith Miller, home counselor, and Mrs. Gloria LaFramboise, bilingual home contact aide, made early morning or late evening visits to the homes. Parents were invited to the school, and, when they did visit, they were met at the door, introduced to teachers in the lounge, and taken to their child's room. Some rooms had 65 to 70 percent parent participation.

Sunnyside administrators were particularly proud of three aspects of the summer program there. The health school nurse, Mrs. Dorothy

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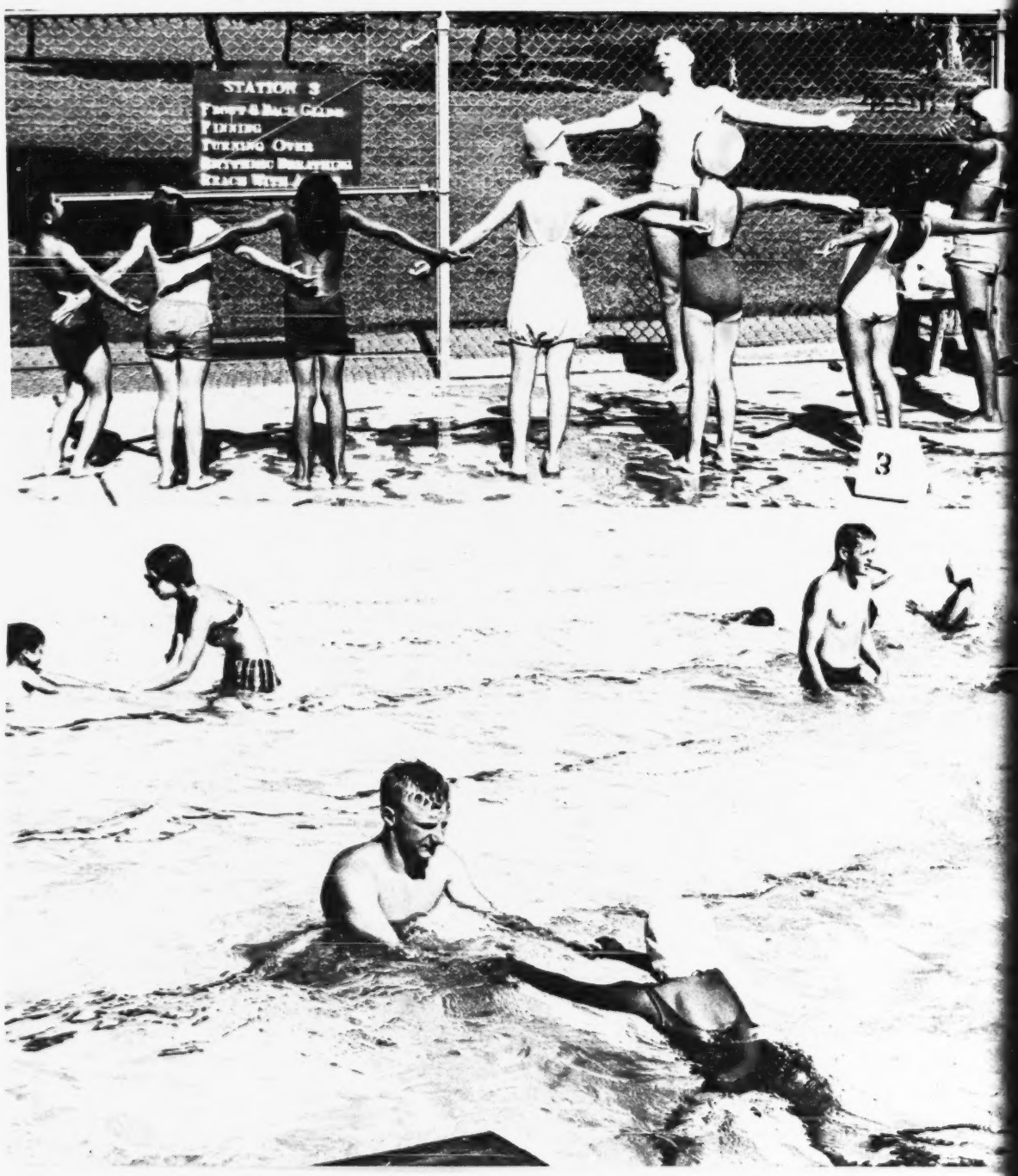


"Into the pool!" was an eagerly anticipated command during instruction sessions (above), and the youngsters worked diligently at poolside exercises (right, top photo) and in the pool in one-to-one situations (right, bottom photo).

Kennewick holds pupils' interest

Only the "really sick" missed school, and only three pupils withdrew from classes.

These were two of the indications that Kennewick School District's four-week session reached—and held—the attention of more than 80 youngsters. Conward C. Farris, director of migrant programs for the district, also reported other indications of a successful program.

"Our objective was to enrich the experiences of the children," he said, "and we're sure that we did." Farris added that anecdotal reports from the four teachers, reactions by the children, and comments from parents all indicated that at least the basic objective was reached.

Administrators and teachers will not know how effective the summer program was until regular classes resume in the fall, but confidence was expressed that reading readiness and achievement levels had been increased. "And we hope we've bridged the gap between the home and school," the program director said. "If the attendance and attitudes carry over into the regular year," he continued, "it will make a big difference."

Four bi-lingual teacher aides and three young volunteers (Joanna Rohrmann, Julie Wyatt and Anita Thompson) helped the teaching staff with a highly individualized schedule. The children worked regularly with tapes, film strips and records at individual listening posts and in one-to-one tutoring situations.

Field trips to Tri-Cities Airport, Ice Harbor Dam, a bakery, a dairy and other local business offered learning experiences.

A team teaching effort, coordinated by volunteer Campfire leader Mrs. Marilyn O'Brien, introduced the children to Indian lore and history and to camp craft. Culmination of the week-long activity was the presentation of an Indian dance, crafts exhibit, and a creative organization of tribal life. One hundred and seventy-five persons—most of them relatives of the pupils—attended the presentation during a "Parents' Night."

Seattle trip is high point

High point of Royal City's six-week summer session was a two-day trip over the Cascades to Seattle for 15 of the older children. They were accompanied by teachers Mrs. Richard Smith and Mary Anne Tennant, aides Mrs. Leroy Mathena and Mrs. Charles Heaygera and bus driver M. E. Jeffries.

The trip was the culmination of an extensive field trip program designed to provide cultural enrichment. They visited the Seattle Center, the waterfront, Woodland Park Zoo, and—following a ferry ride—the battleship U.S.S. Missouri in Bremerton. They stayed overnight in Lynnwood in cabins on Church of the Nazarene campgrounds.

Previous trips included visits to Wanapum Dam, Moses Lake, a dairy and to Juvenile Lake for fishing.

The 35 children were divided into two classes, with concentration on language development activities.

An important part of Central Washington State College's Institute program, directed by Dr. Dohn Miller, was the home visitation experience. Stanley Nielsen (with pipe), of Toppenish, goes over family information sheet with Don Follett, educational social worker for the Yakima School District, prior to a call (top photo). Del Cherrington, principal of Robertson Elementary in Yakima, is introduced to Mrs. Antonio Garcia by Sunnyside contact aide Mrs. Gloria LaFramboise (bottom photo).

Skagit Valley program had wide support

Perhaps the mostly widely based program in the state this summer—in terms of community involvement—was the Skagit County summer school in Burlington. It was one of the shortest school programs—four weeks—but it was among the largest in size with its more than 250 children.

And it boasted perhaps the largest staff of any program. Fourteen teachers and 18 teacher aides formed the staffing core under the supervision of project director Gary Mansfield. Nursery director Margaret Franulovich coordinated the efforts of 14 nursery aides who cared for the babies and toddlers. There were five nurses available, three cooks, two custodians and a secretary.

Staff positions were filled, as well, by business manager William Atwood, teacher director Hazel Mathis, and home contact persons Trina Ozuna and Sharon Peck.

The most impressive aspect of the staff composition, however, was in the number of volunteers—adult and youth—who enthusiastically used their talents in the program. Many of them were local people, but others came from as far away as Bremerton. Approximately 30 of these were high school students or recent graduates of Seattle area schools who literally lived with the program during its four-week life. On duty at 5:30 or 6:00 a.m., they went into the fields in the afternoon to pick berries to earn their supper money, and they lived in the camps with the families. Some, when their "tour of duty" was over, remained for the second two-week session. Two teachers also lived in the camps.

The program was an example of interagency cooperation. Burlington school district provided Westview Elementary School and some of the administrative services: Mt. Vernon School District hosted Head Start classes (Jesse DelBosque, the first migrant to graduate from Western Washington State College, became director of the program midway through the season); funds

(Continued on Page 17)

An example of the type of teacher who staffed the Burlington program, Tomas Ybarra-Frausto is at ease in a class of kindergaren tots (top photo) or in the pre-service class he taught at Skagit Valley Community College for aides and teachers. An example of the widespread efforts by program administrators to develop community understanding was a luncheon for wives of area growers (photo at left). Gary Mansfield (shown explaining the program to the wives) was director of the summer school.

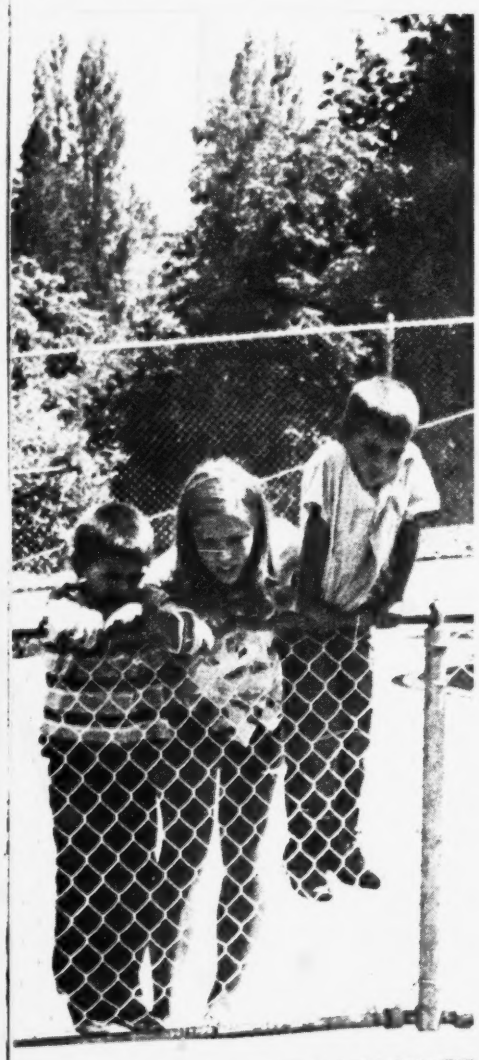
Maria Juarez illustrates one of the many little—but invaluable—services that were performed by dozens of teacher aides throughout the state. Maria, who will be a sophomore at Wapato High School this fall, worked with pre-school children at Burlington's Westview School during her family's annual migration to the Skagit Valley for the strawberry crop. Here, she lends assurance to a little girl who was afraid during her first time in a classroom.

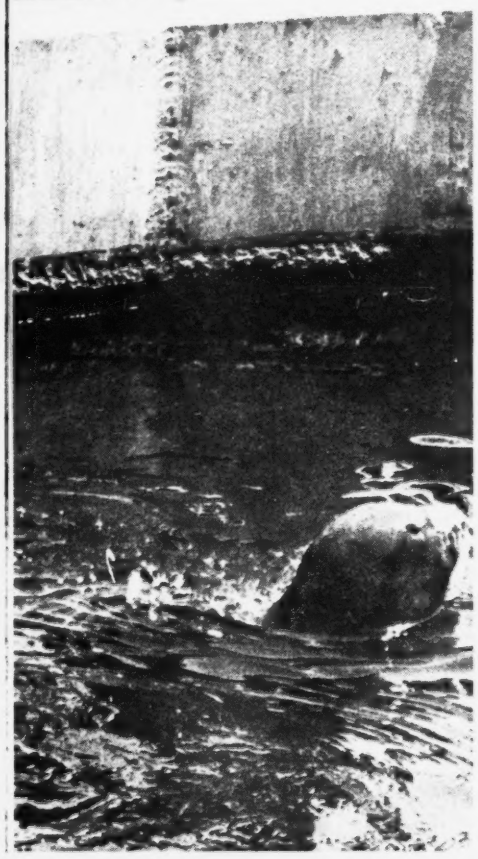
SKAGIT VALLEY

(Continued from Page 16)

came from the Office of Economic Opportunity and the State Office of Public Instruction; Skagit Valley Community College cooperated with a pre-service program for teacher-aides and teachers; the County Health Department participated; the Skagit Valley Migrant Facilities organization—which first sparked interest in the migrants' problems three years ago—made its community service center in Avon available.

Altogether, more than 30 agencies or organizations supported the Skagit County effort.





Field trips were an integral part of Sumner-Dieringer migrant activities. The children were curious and excited during their encounters with new sights, new sounds and new odors. They spent one day at Point Defiance Park in Tacoma, where they simply looked around them (top photo), watched the seals play (center photo) or stared at an octupus clinging to the side of its tank.

At Sumner - Dieringer

Individual attention 'most important'

Individual attention and frequent exposure to the world around them were the key emphases used with the children enrolled in the Sumner-Dieringer summer school.

Housed in the new Daffodil Elementary School, the program brought together an "intensely in-

(Continued on Page 20)

The first pupils into Sumner's new Daffodil Elementary School, migrant summer school children were quick to take advantage of its carpeted and spacious classrooms. For the younger pre-schoolers and kindergarten youngsters, the floor had magnetic appeal. Three tots (top photo) play with educational toys under the watchful eyes of volunteer workers from the Puyallup Action through Christian Education (PACE), while teacher aide Diana Johnson, a Sumner High School graduate, helps her charges learn their colors. Mavis Kindness, 3, is a picture of happy achievement following successful completion of a "play" task.

Husband, wife 'team teach'

"A beautiful job" by a husband-wife team of teachers marked Prosser School District's first summer program for children of agricultural workers, according to Superintendent Glen Powell.

Mr. and Mrs. Wendell Weld—working with teacher aides Mrs. Jose Lopez and Mrs. Inez Lewis—taught nearly 50 elementary youngsters during the six-week session.

Turnover was high — approximately 50 percent—but so was the enthusiasm of the youngsters, Powell reported. He added that a waiting list of 30 to 35 children provided replacements for pupils moving out of the district during the program.

Those most in need of remedial work were enrolled first, following consultation with the district's home visitor, local representatives of Washington Citizens for Migrant Affairs, and a check of pupil records at the three Prosser elementary schools.

Powell said that "we could use at least one or two" more teachers next year, and he added that "I'm fully convinced that (the elementary level) is where we need to work with these kids." He was particularly impressed with the efforts of Mr. and Mrs. Weld and their aides, but, he emphasized, the enthusiasm of the youngsters in academic areas "was remarkable."

"They cooperated exceptionally well," he said, "and they worked extremely hard." And, he observed, they displayed pride in being in school and in their learning accomplishments. Powell noted that they seemed to be dressed in their best clothes and were scrubbed and washed to match.

The pupils—who were predominantly Mexican-American — were taken on at least one field trip a week designed to increase their understanding of agriculture and related food processing, and to enrich their awareness of their cultural heritage.

Robert Ramsey was Federal Projects Coordinator for the program.

Yakima enrolls 220 youngsters

Yakima School District's summer program proved of value not only to the approximately 220 youngsters enrolled, but to the participating staff members, as well. And, program director Bernard Dillon stressed, one of the "high points"—in terms of personal involvement—was the participation of four Yakima students through the Neighborhood Youth Corps (NYC).

"We knew the high school kids would be good for us," Dillon said, "but I'm elated. They've really performed for us!" He noted that the "attitudes of everyone (in the program) were really good." He praised the competency of his staff, but Dillon reserved special enthusiasm for the efforts of NYC workers Maxine Newborn, Erie Beaman, Richard Ramos and Sherrina Bruner.

Sophomores and juniors at Davis High School, the students aided regular staff members with a variety of tasks.

During "bus time"—half an hour before school and half an hour after classes—they were supervisors of the playground schedule. Dillon added that the experience had provided the students themselves with new motivation for learning and had developed talents and skills that had been untapped previously.

The four young people were added to the program upon the recommendations of Vernie Harrold, Yakima NYC coordinator, and Pat Nagle, Davis HS counselor.

Three sources financed the summer program—Title I of P. L. 89-10, migrant education funds distributed through the Office of the State Superintendent of Public Instruction, and Yakima School District 7.

Of the 221 high enrollment figure, 74 were listed as migrants, 113 came from low-income families, and 34 each paid $20 fees. Five teacher-aides assisted nine full-time teachers and half-time music and art instructors.

(Continued from Page 18)

terested, extremely competent" staff of professionals and volunteers.

Stressing individual and personal relationships with their pupils, six teachers, an after-hours "night educator," a psychologist and nine teacher aides worked closely with the primary and intermediate youngsters. In addition, eight Neighborhood Youth Corps workers and two youths from the Department of Public Assistance "SWINGER" program were involved. Two county health nurses were available for assistance, and volunteers from the Puyallup Action through Christian Education (PACE) took charge of a limited nursery program.

Program director Jerry Althiede was particularly enthusiastic about the educational progress made because of the closeness of the teachers and their pupils. "We really got to know these kids," he said, "and they liked it and reacted accordingly. Each one was a person to us," he added.

Center serves six districts

Servicing six school districts in North Franklin, Grant and Adams counties, the newly developed Migrant Instructional Materials Center in Moses Lake already has had an impact on the educational programs of the area.

Opened with a $53,000 Title I grant to Intermediate District II from the State Office of Public Instruction, the Center was a result of cooperative planning by Eastern Washington State College at Cheney, Intermediate District Superintendent Mrs. Alice McGrath, and the state office.

In use continually is the Center's one-half inch videotape machine, and tapes, films and other materials are receiving "wide use," according to Ron Zirker, director. In addition to secretary Terry Kearns ("who really keeps this place going"), Zirker has contracted for the services of four other persons. Bernice Morse is working on pre-kindergarten materials; Paul Adkison is developing social studies materials; Anita Weaver is compiling sound tapes; and Dan Regalado is putting together an instructional materials booklet.

SUNNYSIDE

(Continued from Page 15)

Knerr, not only looked after the health needs of the 240 pupils enrolled. She went into the homes, where she worked with mothers in child care procedures and in the area of nutrition.

The daily swimming instructions and recreation time at the municipal pool helped integrate the Mexican-American youngsters into the recreational facilities of the community. And the swimming program was cited as the reason for a dramatic decrease in drowning deaths in the lower Yakima Valley this summer.

In the area of academic development, children received the advantages of small classes and a great deal of individual attention. Spanish-speaking aides were used in one-to-one relationship if the pupil knew little or no English.

A Central Washington State College Institute, directed by Dr. Dohn Miller, worked with children in grades 4-6 who had special learning problems or language deficiencies.

Granger's outdoor science lab proved to be the high point of the six-week program for the youngsters. Strung out along the river bank, they head for ponds to check on plant and animal life (top photo), or they converge on an elusive bullfrog, whose voice they heard coming from the underbrush at the water's edge (bottom photo).

Intense concentration reveals this girl's interest in object found along banks of Yakima River.

Four part approach at Moses Lake

Nearly 250 children participated in Moses Lake School District's summer school, and they were offered a full program of activities that stressed four areas of activity.

Continuing the music program that had been so enthusiastically received by the pupils during the regular term, music teachers Lyle Fenske and Wayne Freeman combined efforts to offer both musical ideas and experiences to the youngsters.

Field trips played an important part in the school program, too.

Classes took a series of local trips designed to give an understanding of what many of the children's parents do in their agricultural jobs. The children toured irrigation facilities, watched field operations, observed food processing activities and visited stores. "We wanted to build pride in the roles their parents play in our economy," explained Gary Hendricks, federal projects coordinator for the district. George Rapozo, summer program director, confirmed that the entire sequence seemed to have achieved its purpose.

Industrial arts and home economics classes, the only ones offered in the state during summer migrant programs, were popular. "They really looked forward to them," Hendricks said. Girls sewed on buttons, repaired clothing, and the "big" project was a tote bag. Last year the girls, many of whom are quite familiar with sewing machines, made skirts.

The boys developed shop skills and a familiarity with basic tools, and they practiced simple household repairs.

A language development program served as the core of the academic activity. Utilizing individualized and small group instruction, this portion of the schedule used team teaching techniques.

Migrant education activities were accompanied by a variety of group discussions. Earlier this year some members of Superintendent Louis Bruno's advisory committee met with James Click to discuss program objectives and needs (top photo). Left to right, they are Walter Polley, Jack Middleton (a visitor), Robert Young, Tomas Ybarra-Frausto, Mrs. Betty Young, Dan Hallstrom, Carl Precht, Mrs. Gloria LaFramboise, Mrs. Evelyn Unbewust and Mrs. Janet Thiessen.

'New world at Wapato

"It's the teaching!"

That was the way Don Patterson, Wapato School District director of summer programs, defined the key to his district's "very successful" six-week session.

Noting that it was his first experience with Wapato's summer school for migrant children, the former junior high school vice-principal expressed enthusiastic approval of "the relationships these teachers have with the kids." He indicated that the teachers' attitudes toward their pupils—and their personalized classroom techniques—had revealed "a whole new world," not only to the 60 youngsters in the program, but to him, as well.

Although the program was developed to strengthen skills in basic academic areas, he pointed out that frequent field trips and social and cultural classroom activities had altered favorably the pupils' attitudes about school and about their own learning responsibilities.

Three classes were taught by Ramon Padilla, Mrs. Marie Quinn and Mrs. Laura Morgan. Assisting them were teacher-aides Mrs. Geneva Dar, Raimel Gonzalez, a recent Wapato High School graduate, and Nancy Garent, an education major at Central Washington State College.

Organic reading set Othello pace

Othello reached more than 150 children with what one administrator termed "the most outstanding program we've ever had here."

Organic reading for pre-kindergarten through grade one stressed a realistic vocabulary, rather than that used in the traditional Dick-and-Jane reader. Words were drawn from real life experiences—bicycle, jet plane, ghost, storm, pool hall and poison.

Each day the children brought envelopes full of words to the class. They read the words to each other. "Which new words do you want today?" the teacher would ask, and then she would print their choices on pieces of tagboard.

"The first thing to strike you about those cards," said Clark Jones, federal programs coordinator for the Othello district, "was their worn condition. They were used and used. We even saw some children with them on the playground."

Swimming was reportedly one of the most enjoyable activities for the youngsters.

School opened at 4:30 a.m. About 85 pupils were dropped at the school by parents going to the fields. They were picked up at 6 p.m. The kids got breakfast, lunch and an afternoon snack.

Definite assets of the program, said Jones, were the use of videotape (to get parents to the closing parent meeting—"come and see your child on TV") and the use of bi-lingual aides (teachers had nothing but praise for them).

The reading program was an individualized, programmed course which permitted children to progress at their own rate. The problem, Jones observed, was that the summer was too short. Another obstacle was that the large number of pupils in each room restricted the time a teacher could devote to individuals.

One major problem throughout the summer was a lack of continuity, particularly among older students who came to school for a few days and then went back to work in the fields.

Yakima Indians add depth to program

Yakima Indians—who performed ceremonial dances, demonstrated Indian crafts and explained Indian culture—added extra depth to the Mt. Adams summer program at Harrah.

Nearly 90 school children participated in the eight-week activity, and the appearance of local members of the Yakima Indian Nation was one of the most anticipated portions of the schedule.

Ted Filer, school program director, also noted that other aspects of the program seemed to stimulate the youngsters' interest. Attendance was voluntary, and those who participated "seemed very excited about coming," he said.

Three teachers, four aides and four high school volunteers stressed "getting the kids to talk" and "helping them to express their ideas."

The staff worked with Gettman and VanAllen programs, and with the Peabody Language Experience Kit. Physical development was stressed as an aid to learning readiness, and a regular schedule of exercises was maintained to increase hand-and-eye and large-and-small muscle coordination.

The majority of the pupils were Indian, 35 to 40 percent were Mexican-American and approximately 15 percent were Anglo.

These members of the Othello-Moses Lake Mexican-American communities met to discuss the educational needs of migrant youngsters. Left to right are: Gumecindo Gamboa Jr., barber; Dan Regalado, minister; Mrs. Dora Summerlin, home visitor for Othello School District; Santiago Escamilla, food processing worker; Simon Delgado, Othello teacher; Graciela Benavides, bank teller, and John Gamboa, barber. They were brought together by Ron Zirker of Instructional Materials Center in Moses Lake.

Toppenish plans repeat

Following the first year of a summer migrant program, Toppenish School District administrators plan to continue the program next year. "We plan to reach more kids," commented Walter Polley, director of Federal programs. "It was well worth it!" he added.

John Brearley, head of the activities at Garfield School, indicated that a shift in timing would bring more youngsters into the classroom next year. Many of the local migrant families were in the Burlington-Mt. Vernon area during the session.

Utilizing creative dramatization, the teachers "did something really vital," for their pupils, he said. "By the end of their experience with (creative dramatization) some previously uncommunicative children were expressing themselves," Brearley stated.

Gettman's physiology of readiness techniques were also used extensively to help implement language development.

"These kids really got something they'll never forget," Polley said.

Another element of the program was the recreation activity that occurred at three sites in the Toppenish area. Staffed by two teacher-aides—a boy and a girl—and supervised by two "floating" physical education instructors, the program operated from noon to 9 p.m. The academic portion of the summer school was in session from 9 a.m. to noon.

More than 150 children participated in the recreational portion of the activities. Stations were established at Lincoln Park, Golding Farms and East Toppenish Park.

Testing Underway

An ambitious testing program and "growth in reading and arithmetic" achievement characterized Grandview's four-week summer school for 120 migrant children.

Glenn Rayburn, program director, also noted that there have been no pupils drowned in the area since the inception of the swimming portion of the program five year ago.

Administrators are "most satisfied" with the academic part of the program, and teachers who have been involved with the activity for several years "think this year was the most successful."

Statistical verification of these observations may be forthcoming. Testing was conducted earlier this year at the second grade level. A control group of 32 pupils was established, and children enrolled in the summer school will be recorded as the experimental group. Testing will occur in the fall, and changes will be measured. Rayburn indicated that teachers and administrators were anticipating the results.

Pupils move from class to class

Departmentalization was the approach used by Pasco school officials to present their program to 125-130 pupils during the six-week summer migrant session.

Reasoning that "it is very important, in any type of remedial or enrichment work, to bring the child and the specialist together," George W. Paysse, Federal projects coordinator, worked with Dewayne Gower, principal of Emerson Elementary, to develop a schedule. "It was a fright!" Paysse said, "but Dewayne finally worked it out."

Describing the staff as the "most enthusiastic group of teachers I've ever seen," Paysse indicated that they had done "a tremendous job!"

Beginning with a homeroom period, when they are given a health check and attendance check and are informed of the day's schedule, the children moved through a six-period day before they returned again to their homerooms. Teacher aides moved from room to room with them.

Seven teachers and eight teacher aides conducted the program. Mrs. Rowena Chess took over as building principal when an inflexible vacation plan could not be altered to fit Gower's work schedule.

Approximately 20 to 25 students —who were unable to enroll because of a high pupil-teacher ratio —went to school anyway because of good school-community relationships. The Community Action Council paid tuition for the youngsters so they could attend the regular summer school program. Rudy Aeriola, who was acting director of C.A.C. at that time, gained the necessary support for the plan.

Warren Burton and Lorraine Misiaszek

Photos by Z. Lichtenberg

New section stresses intercultural education

The new intercultural education section of the State Office of Public Instruction is designed to provide leadership, consultant service and technical assistance to school districts with problems of racial imbalance and de facto segregation.

Warren Burton, who for the past year has been administrator of federal funds in the state office, is supervisor of the new section. Consultant is Lorraine Misiaszek, former manager of the Spokane office of the State Board Against Discrimination.

Burton earned his bachelor's degree at West Chester State College in Pennsylvania, his master's at Clark University in Massachusetts and his administrative certificate at the University of Washington.

He began his teaching career in Philadelphia public schools, then went to Ft. Defiance, Arizona, as teacher and administrator for the Bureau of Indian Affairs. From 1955 to 1967 he was a teacher and administrator in the Seattle schools.

A veteran of World War II (he was awarded the Bronze Star), Burton in 1960 was given an "outstanding teacher rating number one." He has been a board member on the Seattle Urban League and played a leadership role at the Seattle Opportunities Industrial Relations Center.

Mrs. Misiaszek, a member of the Colville Indian Tribe, received her education in Inchelium schools in Ferry County and devoted several years to serving the Colville Tribal Council.

A graduate of Gonzaga University, she has played a major role in improving the conditions of Indians in Washington. She was instrumental in ending the Colville tribe's federal trust status through Congressional legislation.

She was president of the Western Inter-tribal Coordinating Council, which she helped organize in 1959, and currently serves on the Governor's Advisory Committee on Indian Affairs.

The section was established with funds from Title IV, Civil Rights Act of 1964.

State Board of Education
Tentative Schedule

September 12-13	Seattle
October 31-November 1	Spokane
December 5-6	Seattle

"The Superintendent of Public Instruction shall have supervision over all matters pertaining to the public schools and shall perform such duties as may be prescribed by law."—Article III, Constitution of the State of Washington.

Cliff Boyce gets national office

President-elect of the American Driver and Traffic Safety Education Association (ADTSEA) is Clifford Boyce, state supervisor of driver and safety education.

Boyce

Boyce has been a leader in driver and safety education for the past several years. He has been a member of the ADTSEA board of directors, committee chairman for the ADTSEA conference in Seattle, participant in many traffic safety programs throughout the country, and a member of nummerous national groups in safety and student traffic programs.

Within the state he has been chairman of the Governor's Traffic Safety Conference, member of the board for the State Safety Council, member of the Governor's traffic safety coordinating committee, chairman of the Legislative Committee and president of the Pierce County Safety Council.

He took over the driver education program on the state level in 1963, after spending the previous two years as supervisor of civil defense.

His background includes 15 years as public school teacher and administrator. Before he joined the state staff in 1961, he was superintendent of the Bethel School District in Spanaway, south of Tacoma.

State's first teacher corps begins in Tacoma

The state's first Teacher Corps begins operation this fall in Tacoma under the direction of Arne K. Pederson, associate professor of education and director of teacher placement at Pacific Lutheran University.

A federal grant of about $133,000 will finance six Teacher Corps teams. Purpose is to recruit and prepare teachers to work with students in poverty area elementary schools.

The grant permits a maximum enrollment of 41 interns and team leaders. Joe Lassoie, deputy superintendent in Tacoma, said the initial program will aim at enlisting 30 interns for intensive study and practical classroom work.

Focus of the program will be on grades three through six.

Two publications win

Two Washington State publications received All American ratings in the 1968 Edpress Awards contest.

Your Public Schools was one of the nine nonprofit magazines in the nation to win honors for "typography of the whole publication."

Your Public Schools, official publication of the State Office of Public Instruction, is co-edited by Dorothee Brown and Zita Lichtenberg. The two are responsible for the writing, reporting, photography, design format, layout, typography and printing.

The other state winner in the national contest sponsored annually by the Educational Press Association was *Washington Education,* edited by Barbara Krohn.

Awards were presented during the NEA national convention in Dallas in July.

According to the contest judge, Dr. Ed Arnold, those publications awarded an All-America rating are selected because they show a "dash of genius."

Calendar

Sept. 13-14	Governor's Conference on Education, Pacific Science Center, Seattle
Oct. 4-5	Northwest Mathematics Conference, Pacific Lutheran University, Parkland (south of Tacoma).
Oct. 9-10	Washington Elementary School Principals' Association, fall conference, Yakima.
Oct. 11-12	National Science Teachers Association, northwest regional conference, Portland.
Oct. 13-16	National Conference on Rural Education, Spokane.
Oct. 18	Inservice education day—statewide.
Oct. 19	Association of Classroom Teachers, fall conference, Tacoma.

What's your city hall I.Q., asks Richland

Attempting to acquaint high school seniors with city government, Richland has designed a city government/student relations program for students enrolled in American government and problems classes.

The year-round program gives students an opportunity to observe local government first hand. The students also become involved as staff and line participants in role-playing situations under the supervision of city officials.

At the completion of the program, students receive a certification of participation and a "city hall I Q test."

SECRETARIES NAMED — Executive Board of the Washington Association of Educational Secretaries: First row—Mrs. Katie Lueddemann, treasurer; Mrs. Althea Lund, recording secretary; Mrs. Billie Shaw, second vice president; Mrs. Margaret Kilcup, president; Mrs. Maxine Rice, first vice president; Mrs. Frances Spoonemore, corresponding secretary; second row—chairmen and representatives—Mrs. Jan Johns, handbook; Mrs. Lucille Mattson, newsletter; Mrs. Cleora Nelson, parliamentary advisor; Mrs. Hilda Krahn, goals; Mrs. Evelyn Conrath, elections; Mrs. Harriet Miller, Constitution and by-laws; Mrs. H. Louise Berry, northwest rep.; Mrs. Ruth Anee Harshberger, affiliations; Mrs. Louise Fuller, southwest rep.; Mrs. Ruth Mogan, scholarship; Mrs. Laurie Kingery, legislative; Mrs. Kay Wilson, northwest rep.; Mrs. Mary Ann Vellat, finance; Mrs. Mary Lou Spear, central west rep.

Sept. 13-14

Governor's confab

"The importance of Education as a Key to Survival" is the theme of the Governor's Conference on Education, slated Sept. 13-14 at the Pacific Science Center, Seattle.

In a speaker-panel format, conference participants will discuss how education can serve as a vehicle for the development of the whole man.

General topics will include improvements needed in the instructional program, knowledge being taught and projection of need.

The meeting will open with an address by the governor. Representatives from labor, public service, the professions and industry are expected to participate.

Study abroad

Grants will be available to teachers to teach abroad during the 1968-69 school year or to attend a seminar abroad next summer. Positions will be open in Europe, the Middle East, the Far East and Africa.

Some positions will involve an exchange with a foreign teacher, and others will be one-way assignments.

Application forms and detailed information may be obtained until November 1 from: Teacher Exchange Branch, Division of International Exchange and Training, Institute of International Studies, U. S. Office of Education, Washington, D. C. 20202.

Etc.

Dr. J. D. Springer is the first man to have been elected president of the PTA in Randle. And he won't be alone. *All* the board members of the Randle PTA are men this year, and they hope to attract more fathers into the local organization.

*

WEA's Association of Classroom Teachers is reminding local school districts to begin thinking about nominations for Washington's next Teacher of the Year.

*

Stan Jeffers, former principal of Spokane's Central Valley School, has been appointed the first executive director of the Edmonds Education Association. Edmonds is the fifth in the state to hire a full-time director.

*

The three Washington teachers to win summer study grants through the Newspaper Fund, Inc., (supported by the Wall Street Journal) are **Gene Shillinger** of Aberdeen and **Barbara Alice Hering** of Renton to attend the University of Minnesota, and **Donnette Halvorson** of Monroe to attend the University of Oregon.

*

Bellevue has a top notch debate team. In fact, the team placed first in the state in the high school debate tournament at Washington State University. Adviser **Patricia Rabin** also was named Washington State "Speech Teacher of the Year" at the tournament.

*

Second place winner in the state debate tournament was Mt. Rainier High in Highline; third was Gonzaga Prep of Spokane and fourth was Renton High.

*

Curtis Rowell, a student at Queen Anne High School in Seattle, received $200 and a silver medal as winner of the American Legion state oratorical contest.

*

The Goldendale Sentinel called her "the dean of teachers" and many agreed. **Mary Garner** died last spring at The Dalles, Oregon, at the age of 76. She had taught in Wishram until two months before her death

Community school program

Ellensburg may not have originated the community-school idea, but the district is certainly taking advantage of the concept.

Now incorporated into the general aims of Project Broadfront, the community-school efforts began in Ellensburg during the last school year as a pilot project at Morgan Junior High.

During this coming year, the district will begin to extend the program to all schools.

The community-school concept, in effect, opens school buildings to all. That includes all age groups. It means buildings are used after regular school and on week-ends.

Morgan Junior High was as busy during the evening as it was during the day last year, with programs for every member of the family—knitting, mechanics, oil painting, chess, drama, judo, upholstery, Kittitas County history and more.

The program also includes club activities—Blue birds, Campfire Girls, drill team, drama club, 4-H, etc.

The lights burn into the late hours during the school year in Ellensburg, but the people like this "new" idea that education is for the whole family, the whole community.

Sherm Bailey Photos

Ellensburg's men, women, boys and girls are encouraged to use their local schools. It's called "t h e community-school program"

LOUIS BRUNO
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Olympia, Wash.

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Public Information Office
State Office of Public Instruction
Olympia, Washington 98501

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